



School: Kelly Creek Community School

Principal: Michael Hilleren

School Growth Plan 2025/2026

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Kelly Creek Community School is located in qathet Regional District, 15 kilometers south of the City of Powell River and on the traditional territory of the Tla'amin Nation. Kelly Creek has seen a growth in our school population and is now at enrollment of 174 students from Kindergarten to Grade 7 (7 divisions). In addition to our school, we have a Strong Start early learning centre and a Daycare operated by the YMCA as part of our facility. Our team of teachers, support staff and community coordinators work hard to provide a caring, inclusive learning environment for all learners.

Community schools are regular schools with special belief in, and emphasis on, the value of community involvement. Our community school has a coordinator who works on many of the special offerings and programs. As a community school, Kelly Creek is a neighbourhood hub and offers a variety of programs and services to meet the specific educational, recreational and social needs of our students and the area we serve.

Additionally, our location allows our school to focus on intentional, place-based learning opportunities in, around and outside the building, taking advantage of the incredible natural environment we are situated on (including but not limited to the coastal rainforest, creek, fish hatchery, estuary and beachfront, extended forested play area and outdoor classroom).

Our Learners

What we know

- Our learners are diverse, coming from all over Powell River and qathet Region
- 9% (15) of our learners are of Aboriginal Ancestry
- 15% (26) of our learners have documented exceptional need (and a learning plan)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year with targeted instruction, a systematic approach, and interventions
- Most of our learners enjoy project-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Majority of our learners enjoy being at school (feel welcomed and safe)

Inquiry Question

In what ways can outdoor and place-based learning strengthen students' literacy and numeracy skills while fostering a deeper sense of belonging and connection to the school community?

Goal 1: To improve literacy achievement for all learners.

- We want our students to experience growth in their reading every year.
- We want to nurture readers who are passionate, responsive and feel empowered to access challenging texts with skills and strategies that work for them.
- We want to create readers who read to enjoy, and who read to learn.
- We want students who leave Kelly Creek to take with them the passion and stamina to be lifelong readers.

Action

- Support teachers with the rollout and implication of the district's "Literacy Tool Kit."
- Scheduled group or community-invited reading (scheduled family reading times in the pod/school. Pod was keen)
- Align literacy and numeracy intervention schedules with specialist timetables (Library, Music, Gym) to ensure equitable access for all learners.
- Open Library times
- Reading Intervention scheduling done in concert with other scheduling(s), including Library, Music, Gym to ensure appropriate access for all learners
- *One School, One Book*
- DEAR opportunities

- Additional literacy-based professional learning resources for teachers through intervention teacher
- Book clubs (intermediate and primary) in the library space (might be during the time when students usually eat lunch. They could bring lunch into library to eat and talk books)
- Information Literacy learning in the library
- Reading Interventions, including smaller groups and or more targeted interventions
- More intervention time (continue with primary focus)
- Improvements and growth in T1 reading instruction.

Evidence

- DIBELS assessments
- Classroom assessments
- Increased library circulation
- Improved parent/community participation in reading-based events including DEAR and OSOB
- Street data
 - Student via class conversations and student council feedback
 - Family communication via PAC meetings, conversations, IEP meetings, informal conversations, surveys

Goal 2: To improve numeracy achievement for all learners

- We want our students to experience growth in their mathematical understanding and skills every year.
- We want to nurture mathematicians who are curious, confident, and feel empowered to tackle challenging problems with strategies that work for them.
- We want to create learners who use math both to enjoy the challenge of problem-solving and to make sense of the world around them.
- We want students who leave Kelly Creek to take with them the confidence, perseverance, and passion to be lifelong mathematical thinkers.

Action

- Collaboration with district numeracy rep.
- Increased numeracy literacy around the school
- Support teachers with release time to collaborate on planning integrated numeracy lessons.
- Provide professional development in evidence-based numeracy practices.
- Align literacy and numeracy intervention schedules with specialist timetables (Library, Music, Gym) to ensure equitable access for all learners.
- Establish **Math Clubs** (intermediate and primary) to build joy and confidence in numeracy, similar to book clubs.

- Create school-wide **Math Challenge Days** or “Problem of the Week” opportunities to foster excitement.
- Continue DEAR (Drop Everything and Read) and introduce **DEM (Drop Everything Math)** as parallel practices.
- Provide additional literacy- and numeracy-based resources for teachers through intervention support staff.
- Grow Tier 1 instruction in both reading and math to strengthen classroom practices before intervention.
- Expand targeted small-group interventions in literacy and numeracy.

Goal 3: To foster student and family engagement by building strong relationships, creating a welcoming inclusive environment, and integrating outdoor learning into a place-based school experience.

- We want our students and families to feel a sense of belonging and connection to our school community every year.
- We want to nurture relationships where students and families feel valued, included, and empowered to contribute to our shared learning journey.
- We want to create experiences where students and families engage with one another, the school, and the land through meaningful, place-based and outdoor learning.
- We want students who leave Kelly Creek to carry with them lasting connections, positive memories, and a deep appreciation for community, environment and place.

Action

- Classroom assessments (formal and informal)
- Making outdoor ed meaningful, “what are the learning intentions?” for all activities
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Street data
- Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys
- Cross-grade (buddy) activities
- Open day PAC coffee “meet and greet”
- Invite community to assemblies
- Community BBQ’s hosted by the school/ Principal
- Whole school initiatives (taking learning outside, learning together)
- Intermediate student council to increase student voice
- Students doing announcements
- Open library to families more than one afternoon per week

- Increase number of community experts and diverse individuals coming into our spaces
- Publish a “ways to get involved” calendar at the onset of the year so parents/community members can more easily be available to support the school
- Having an opportunity for students to showcase their learning or lesson their peers (start: Learning Fairs; continue: Rockin’ the Creek, Music Market, Winter Concert)
- Improvement in social media sharing, including adding Facebook and Instagram content for sharing

Evidence

- Attendance for student council and or student voice initiatives
- Improved parent/community participation in classroom or school-based events, including learning fairs and concerts
- Street data
 - Student via class conversations and student council feedback
 - Parent/community via PAC meetings, informal conversations and surveys
 - Improvement in school social media engagement
- classroom assessments
- Making outdoor ed meaningful
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Improved parent/community participation in outdoor events
- Street data
- Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys

Evidence

- Survey results,
- Ongoing school growth document and notes
- Video links
- Street data
- Conversations with PAC

Progress:

- Meetings with Director

Our Story and Beyond

Kelly Creek Community School values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities. We see and respect the natural world as a place that enriches learning and promotes a sense of stewardship and belonging and joy for learners.